

Action 1: Link P-20/workforce data systems

8 states are taking
this Action*

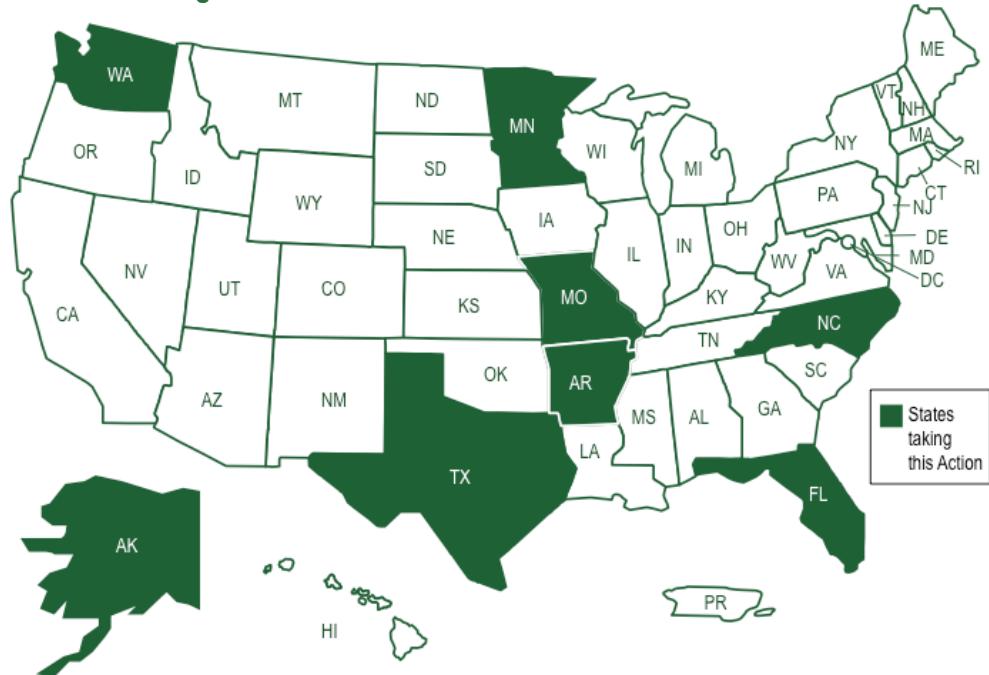
It is now expected that students will graduate high school college and career ready. The only way to evaluate whether students, schools and districts are meeting this expectation is to collect and analyze student-level data across the P-20 / workforce spectrum to provide feedback on readiness and enable continuous improvement. Ensuring that student information can be linked among early childhood, K-12, postsecondary education and the workforce is critical to helping stakeholders answer key policy questions. This linkage must be done while ensuring data security and the protection of personally identifiable information.

The linking of data across agencies, however, does not entail creating a single database nor connecting great quantities of data; rather, data systems need only connect the explicit data points necessary to answer the agreed-upon priority policy and practice questions facing the state.

To be considered as having taken this Action, a state must have implemented the following:

- *An early childhood and K–12 education data connection;*
- *A K–12 and postsecondary data connection;*
- *A K–12 and workforce data connection; and*
- *A postsecondary and workforce data connection.*

Overview of State Progress on This Action



^{*}DOC survey results include all 50 states, the District of Columbia and Puerto Rico.

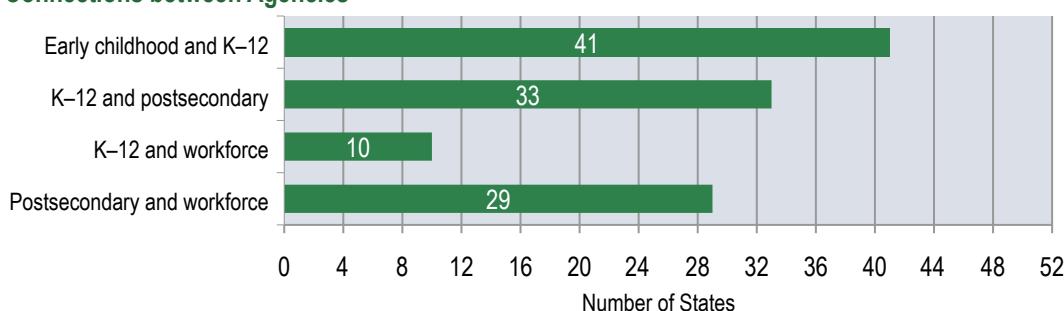
Data Connections among Education and Workforce

This year's survey evaluated states on a variety of connections but focused primarily on the linkages required in the State Fiscal Stabilization Fund:

- Early childhood and K–12 data connections;
- K–12 and postsecondary data connections;
- K–12 and workforce data connections; and
- Postsecondary and workforce data connections.

Note: Within each category of connection (e.g., early childhood and K–12), several links are possible. A state receives credit in the "Data Connections between Agencies" chart if it has at least one link within each category.

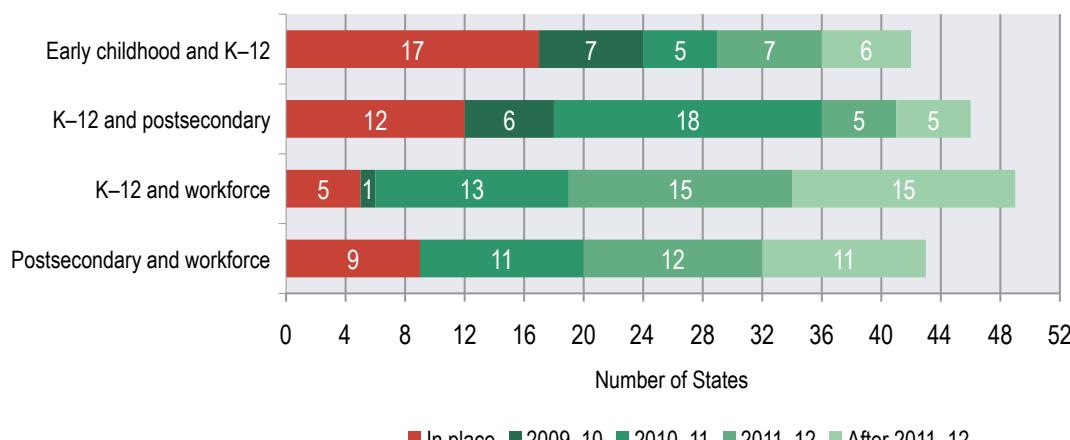
Data Connections between Agencies



Implementation Plans

Many states that have not yet connected data from the various components of the P–20/workforce spectrum have plans to do so within three years.

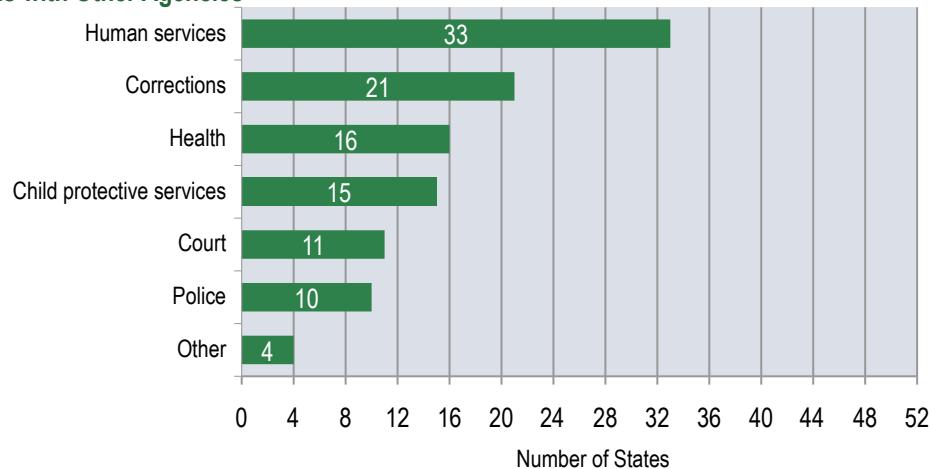
Implementation Status of Data Connections



Connections with Agencies Other than Early Childhood, Postsecondary and Workforce

In addition to connecting education and workforce data, creating connections to data from other agencies helps provide a more holistic view of factors that can affect student achievement.

K-12 Connections with Other Agencies



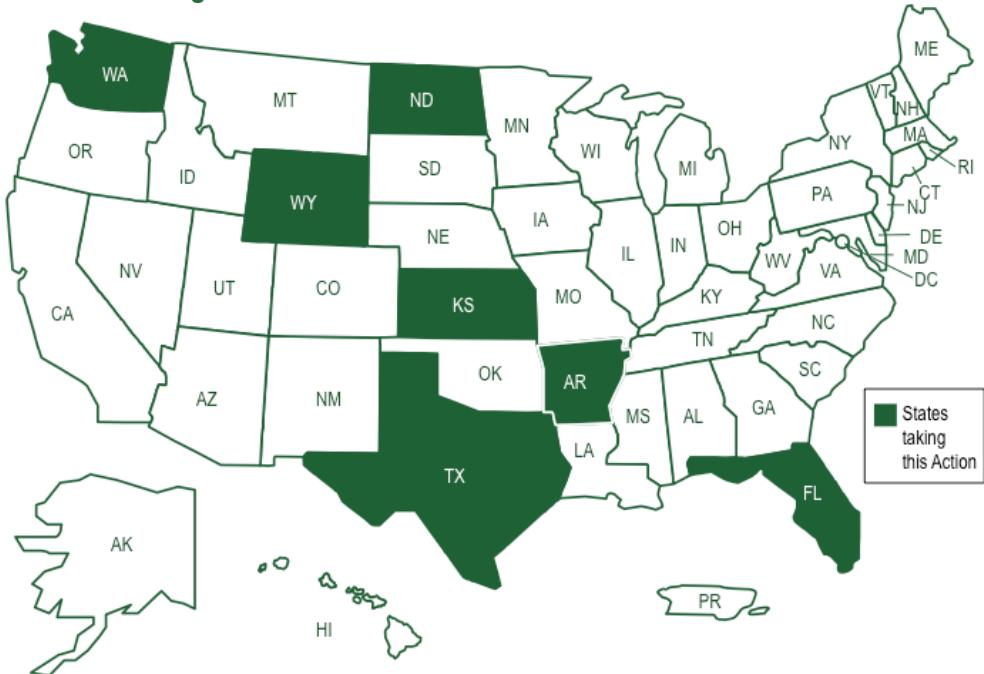
Action 2: Create stable, sustained support for robust state longitudinal data systems**7 states are taking this Action***

Longitudinal data systems are critical state infrastructure that require maintenance and enhancements over time to meet emerging stakeholder needs. While stakeholder use and demand are key factors for ensuring that these systems remain viable, states can foster sustainability by codifying a state P–20/workforce longitudinal data system as well as providing funding for maintenance and expansion.

State budgets should include an annual appropriation for the collection, analysis and communication of data as well as for training data users.

To be considered as having taken this Action, a state must have:

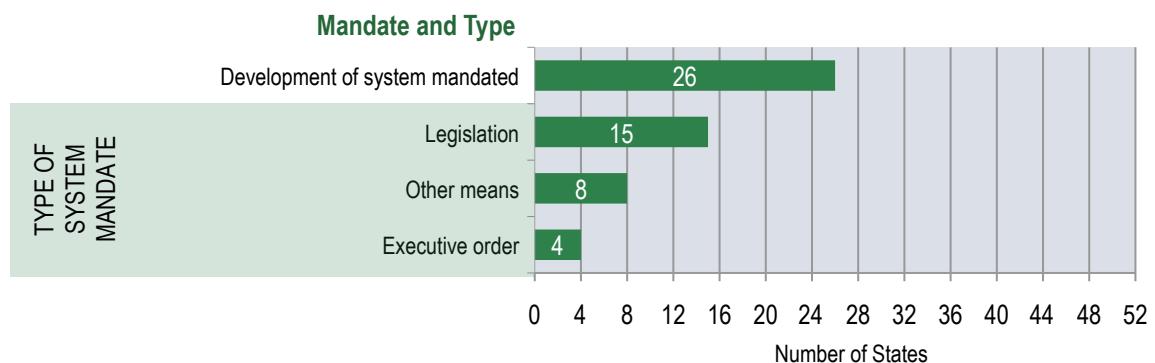
- *Codified the development of a P–20 longitudinal data system; and*
- *Provided maintenance or expansion funding for the state's P–20 longitudinal data system.*

Overview of State Progress on This Action

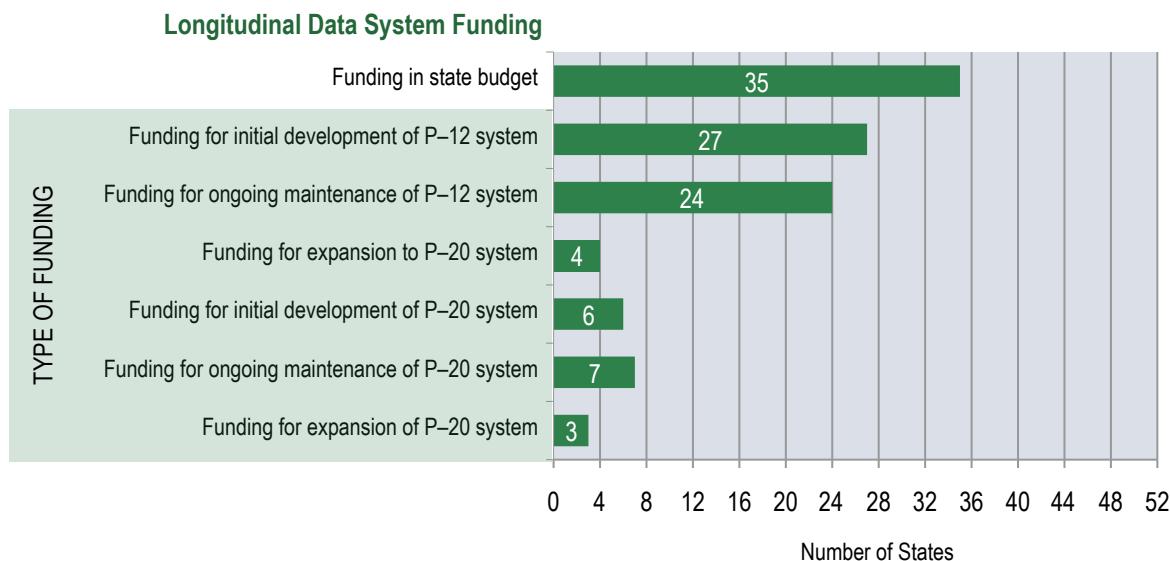
*DQC survey results include all 50 states, the District of Columbia and Puerto Rico.

Codifying the Data System

The DQC surveyed states on whether a state's longitudinal data system was codified in policy.



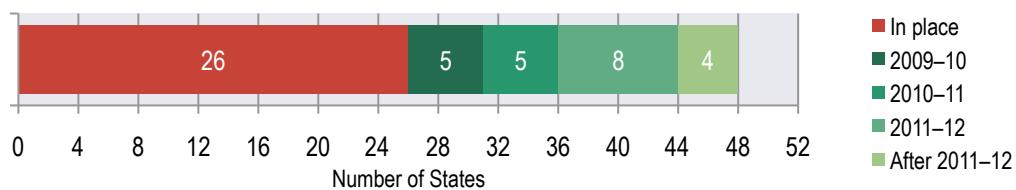
In addition to using federal dollars to develop statewide longitudinal data systems, many states have provided their own funding.



Implementation Plans

Many states that have not codified their P-20/workforce longitudinal data system through policy (e.g., legislation, executive order, rules or regulations, etc.) have plans to do so within three years.

Implementation Status for State Codification of a P-20 Longitudinal Data System



Action 3: Develop governance structures to guide data collection, sharing and use

24 states are taking this Action*

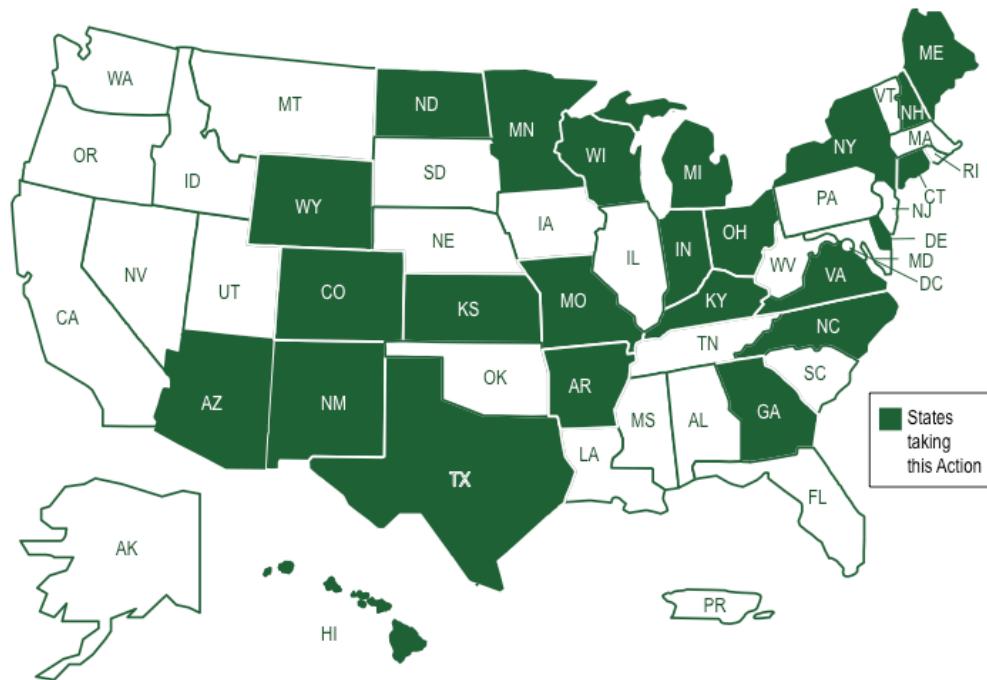
Data governance, a critical aspect of data management, helps define and clarify roles and responsibilities of organizations and agencies and institutionalize their commitment to data quality and use. Through a strong data governance structure, states are able to clarify:

- Data ownership;
- Business processes for collecting and reporting data;
- Accountability for data quality;
- Protection of privacy by ensuring appropriate collection, use, security, access and release of data; and
- Common data standards.

To be considered as having taken this Action, a state must have implemented the following:

- *A cross-agency oversight committee that provides guidance on data collection sharing and use; and*
- *An internal data governance structure to oversee, at minimum, (1) data collection processes and (2) data requests from outside stakeholders for research.*

Overview of State Progress on This Action

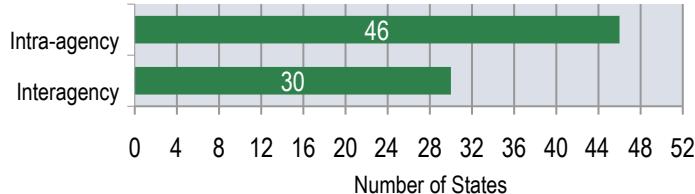


*DQC survey results include all 50 states, the District of Columbia and Puerto Rico.

Types of Governance

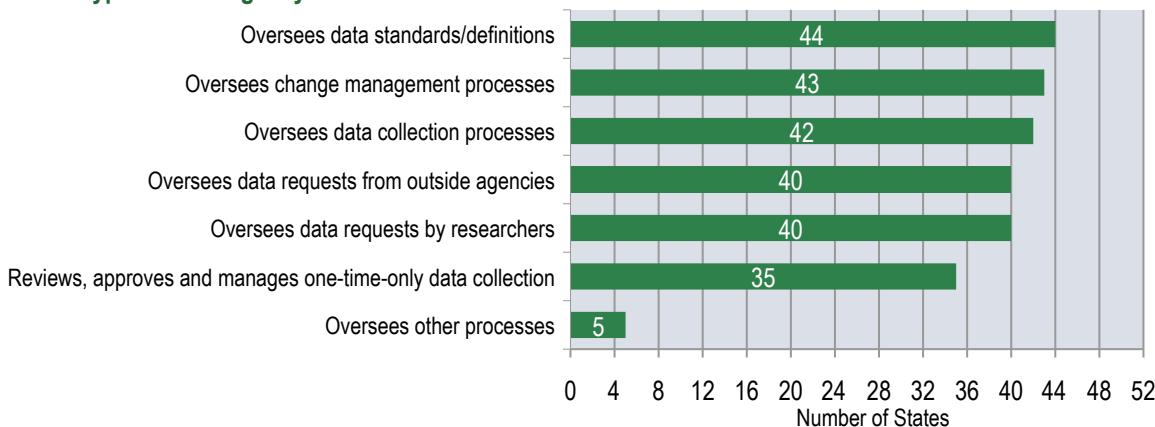
State data governance consists of two components: (1) intra-agency governance and (2) interagency governance. Intra-agency governance ensures that state education agencies have policies and procedures in place that, among other features, help clarify data collection processes, data standards and definitions, data requests, and change management processes to ensure consistent and secure treatment of data and to protect privacy. Interagency governance provides a forum for state agencies to collaboratively determine which data are shared and why and how data are stored, linked and protected.

Type of Agency Governance



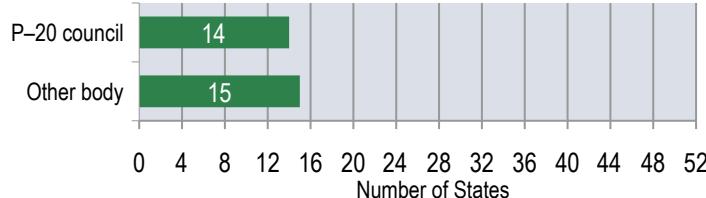
Currently, 46 states have an intra-agency governance structure in place. Of the states that have an internal data governance structure in place, many oversee activities such as those below.

Type of Intra-Agency Governance Activities



There are various types of interagency governance structures, including working groups, advisory boards, interoperability councils, state longitudinal data system committees, P-20 councils, etc. However, half of states, to varying degrees, use their P-20 council as their interagency governance structure.

Type of Interagency Governance Structure



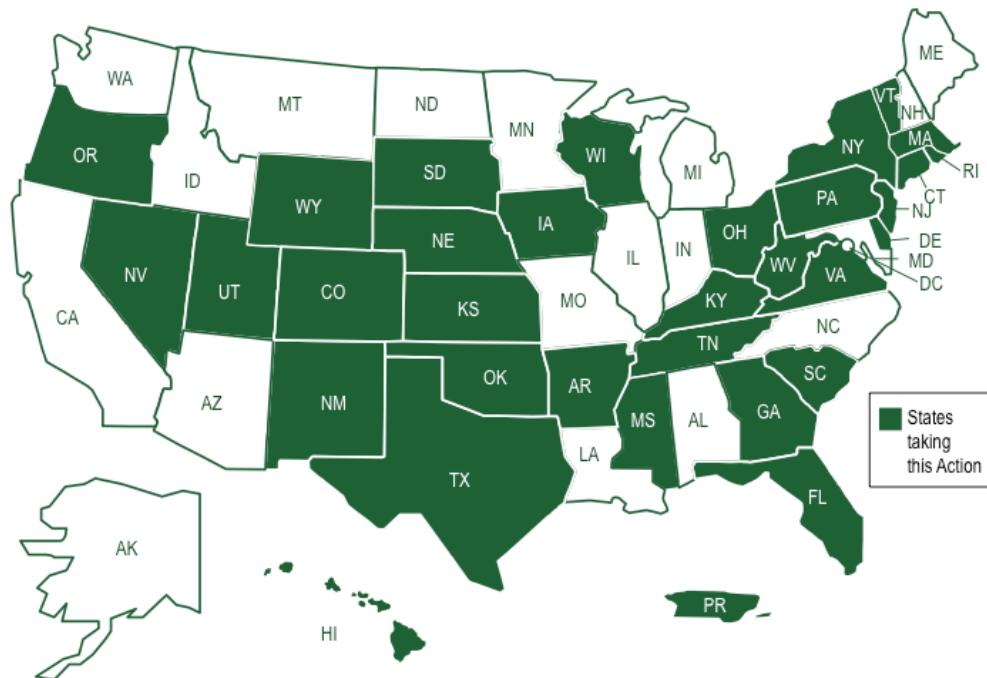
Implementation Plans

Furthermore, some states that currently report having an intra-agency or interagency governance structure in place have plans to expand or strengthen the membership and/or responsibilities of these structures.

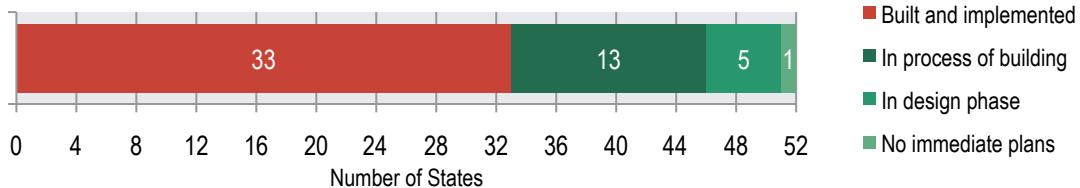
Action 4: Build state data repositories that integrate student, staff, financial and facility data
33 states are taking this Action*

Data repositories provide a facility where detailed and reliable educational data from several areas that affect student performance are stored and integrated. These data can then be used to produce a variety of reports that can be made readily available to a wide range of users (Actions 6 and 7) and analyzed and used in ways never before possible.

To be considered as having taken this Action, a state must have built and implemented a data repository.

Overview of State Progress on This Action


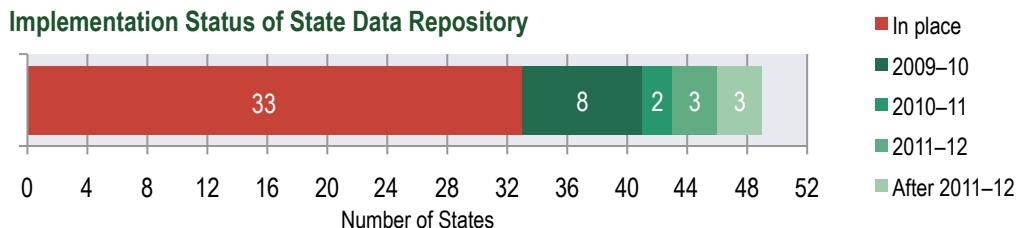
The need to share data, however, does not necessarily mean that all data must be stored and maintained in a single location. Systems only need to be connected and able to share necessary data points with appropriate technology. While most states have implemented a data repository, many are still working on putting one in place.

Status of State Data Repositories


*DQC survey results include all 50 states, the District of Columbia and Puerto Rico.

Implementation Plans

Many states that have not yet implemented a state data repository have plans to do so within three years.



Action 5: Implement systems to provide all stakeholders timely access to the information they need while protecting student privacy**N/A**

Data are only useful if people are able to access, understand and use them. Without access to the right information, stakeholders are forced to make decisions based only on anecdote, experience or instinct. For information to be useful, it must be timely, readily available and easy to understand.

Different stakeholders need and are entitled to access to different types of information. For example, teachers and school administrators need access to individual longitudinal information on the students in their charge. Parents need information on their own children. Other users, such as members of the general public or parents seeking information on the performance of their children's schools, need access to aggregate statistics based on longitudinal data that do not reveal information on individual students. By granting access to different types of users based on the kinds of information to which they are entitled, state data systems can provide access to information while fully protecting student privacy.

The DQC will not issue an analysis of states implementing Action 5 this year because the survey instrument failed to collect adequate information regarding timely access to longitudinal data. The DQC will be working to refine its questions to ensure that it captures additional information regarding the sharing and use of student-level longitudinal data and the frequency with which the information is shared. This information will be provided in next year's survey analysis. The raw results are available for download at www.DataQualityCampaign.org.

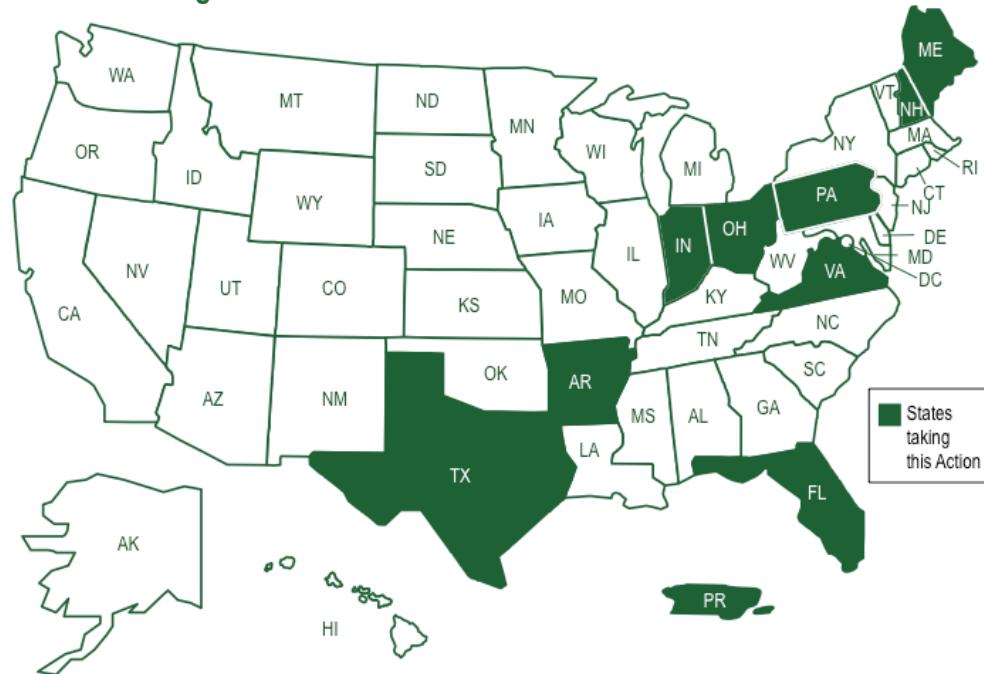
Action 6: Create progress reports with individual student data that provide information educators, parents and students can use to improve student performance
10 states are taking this Action*

Creating progress reports using student-level longitudinal data enriches the information available to parents and teachers by providing information on a student's academic history, which includes courses taken, grades received, and scores on formative and statewide assessments. Using longitudinal data, states can produce diagnostic, early warning system, readiness and predictive reports, among others.

While the production of these reports is important, it is equally vital to ensure these reports are shared directly with parents, teachers and students in a timely fashion. States must take actions to protect student and teacher privacy and to ensure that training also is provided for interpreting and using these reports (Actions 9 and 10).

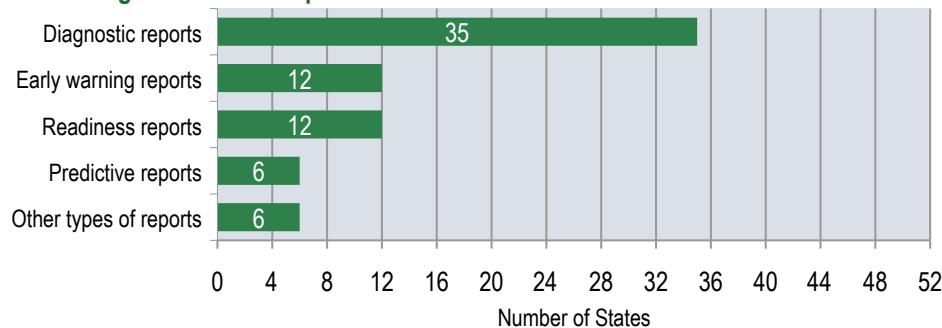
To be considered as having taken this Action, a state must:

- *Produce at least two student-level longitudinal data reports (e.g., diagnostic reports, early warning system reports, readiness reports or predictive reports);*
- *Provide teachers with access to at least two of the four reports identified; and*
- *Provide at least one additional stakeholder with access to at least two of the four reports identified.*

Overview of State Progress on This Action


*DQC survey results include all 50 states, the District of Columbia and Puerto Rico.

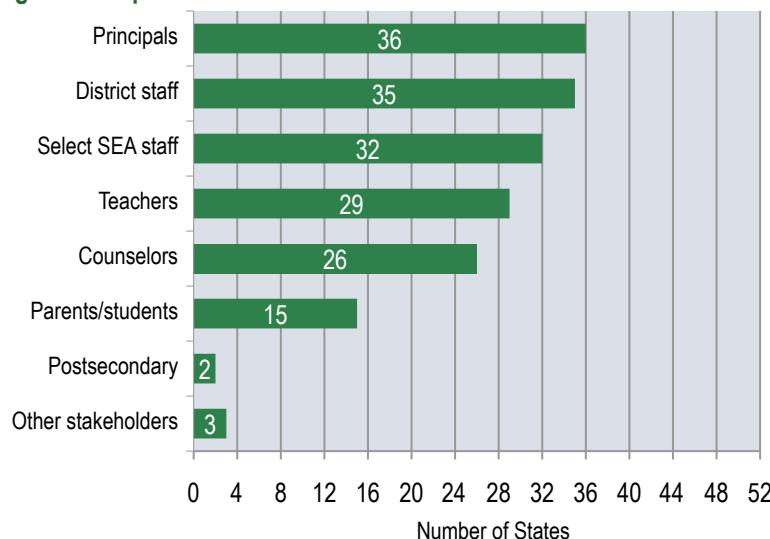
Type of Student-Level Longitudinal Data Report



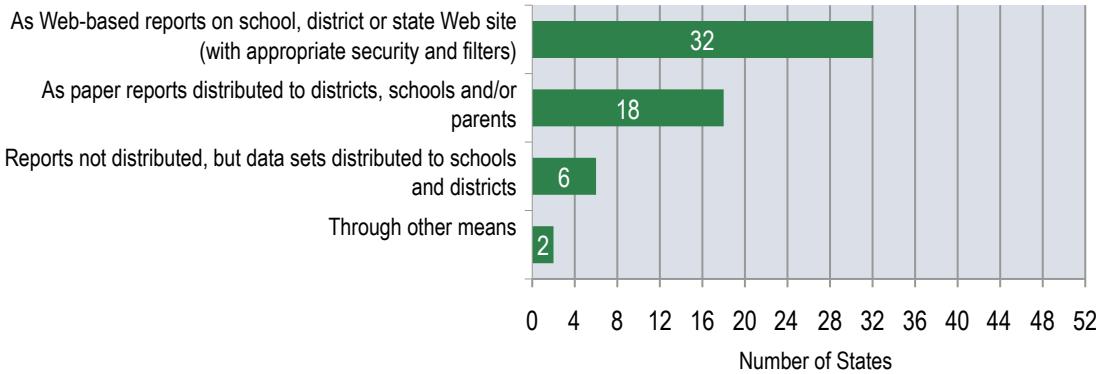
Diagnostic Reports

Diagnostic reports on individual students guide efforts by teachers and parents to provide timely and effective help to students and make sure that instruction challenges them appropriately.

Stakeholders with Access to Diagnostic Reports



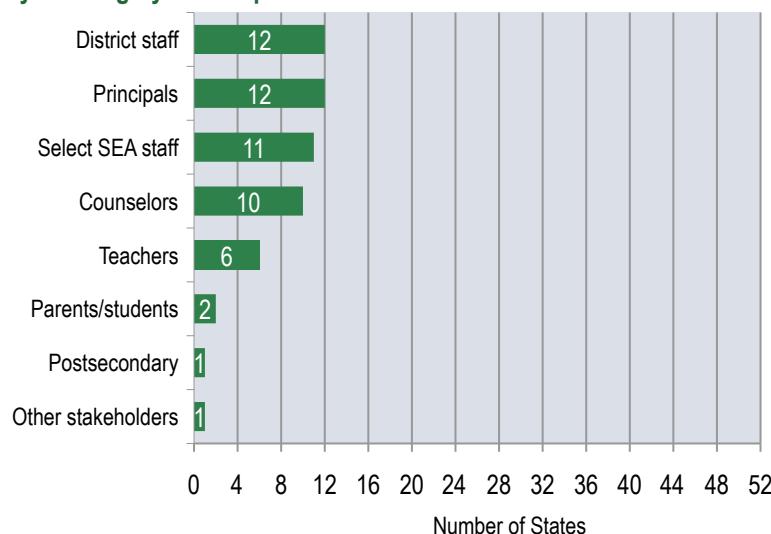
Distribution Methods for Diagnostic Reports



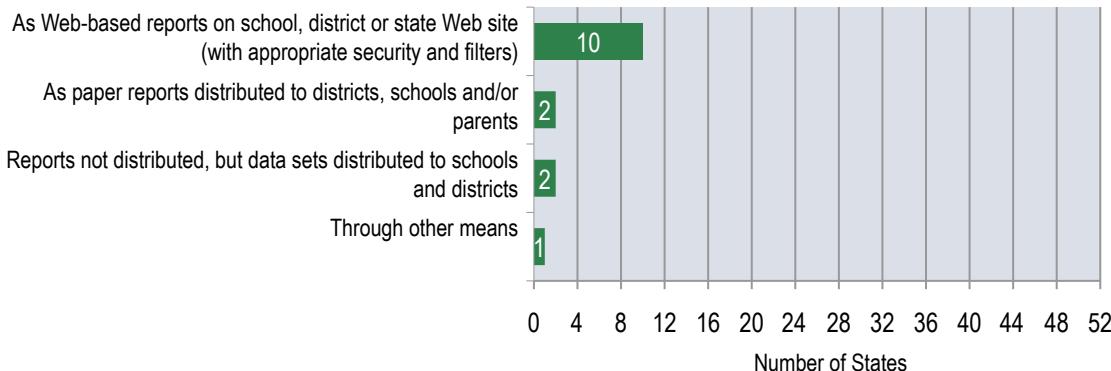
Early Warning System Reports

Early warning system reports provide information on whether individual students are at risk of dropping out, failing to meet graduation requirements, failing to meet college entrance requirements, etc., and they help identify whether individual students need extra assistance. With this type of report, stakeholders are better able to provide targeted support and interventions.

Stakeholders with Access to Early Warning System Reports



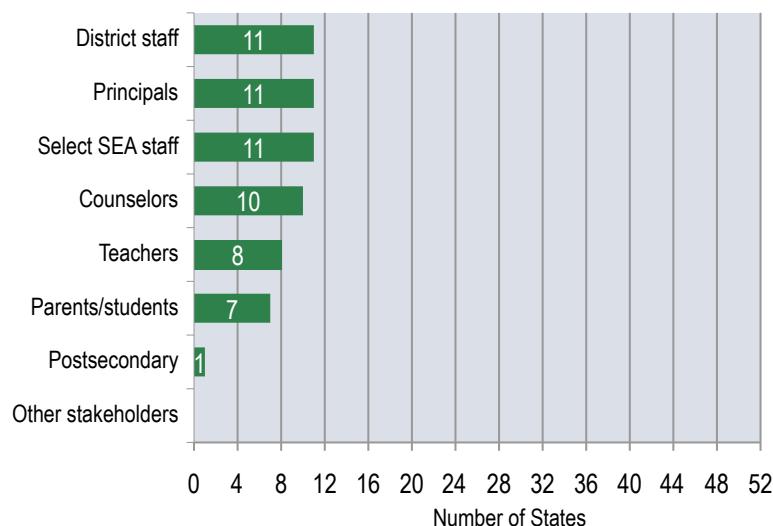
Distribution Methods for Early Warning System Reports



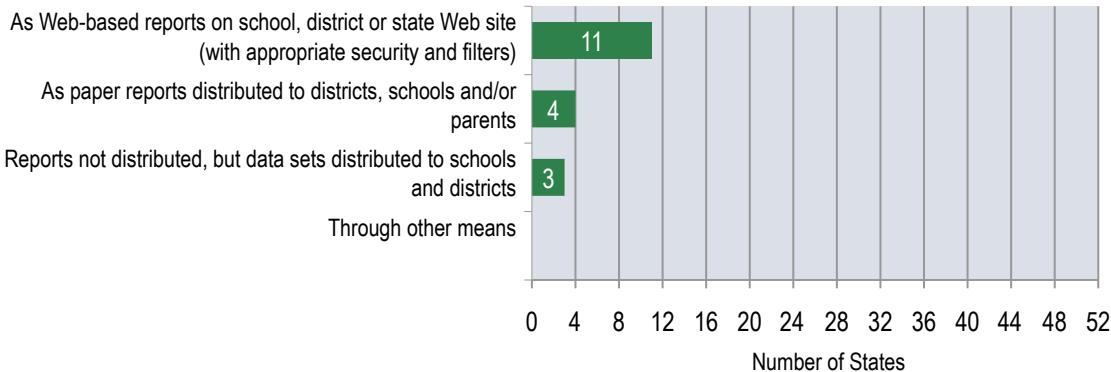
Readiness Reports

Readiness reports identify whether and to what extent each elementary, middle and high school student is on track to meet college and career readiness standards by high school graduation.

Stakeholders with Access to Readiness Reports



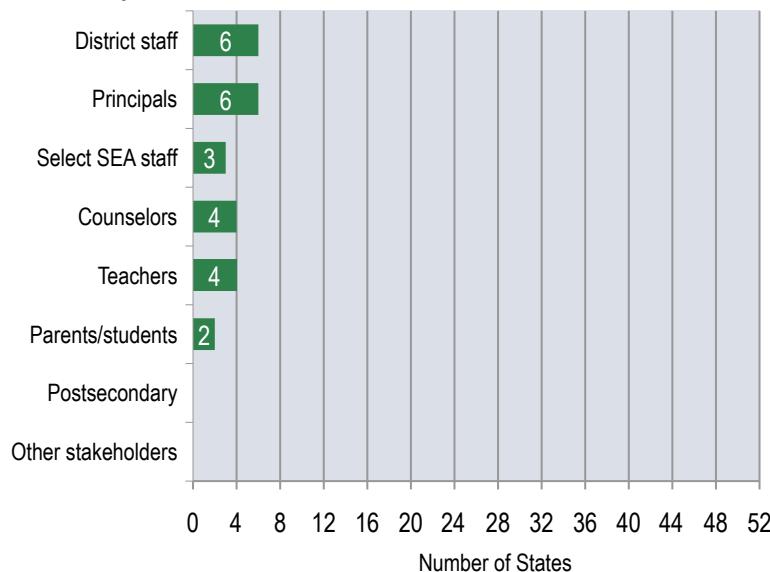
Distribution Methods for Readiness Reports



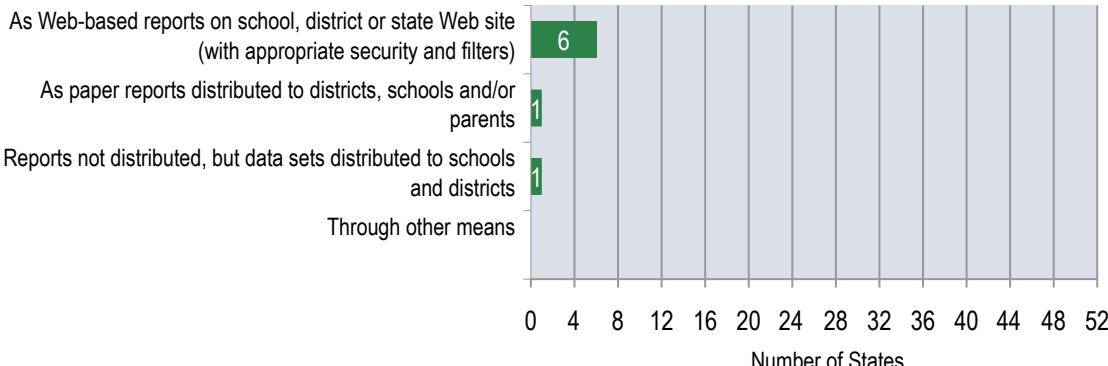
Predictive Reports

Predictive reports use information on a student's past performance to assess whether a student is likely to meet a particular performance goal.

Stakeholders with Access to Predictive Reports



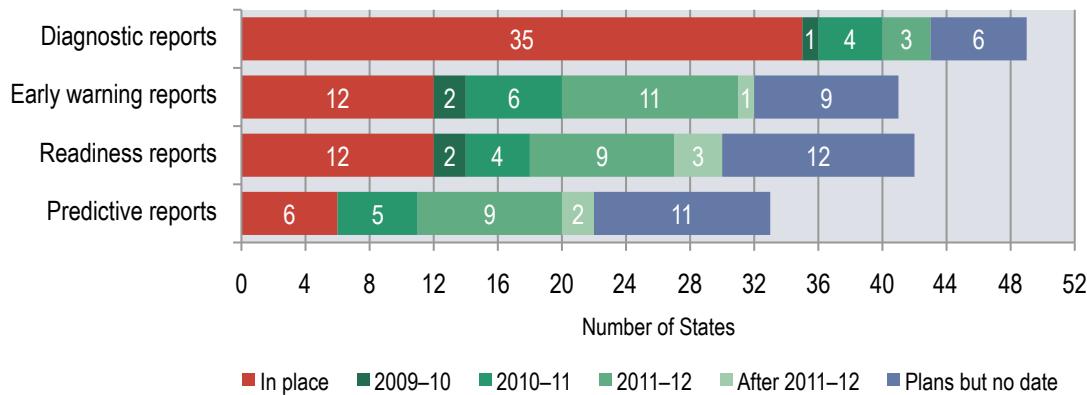
Distribution Methods for Predictive Reports



Implementation Plans

Many states that have yet to produce one or more of these reports using student-level longitudinal data have plans to do so within three years.

Implementation Status of Student-Level Data Reports

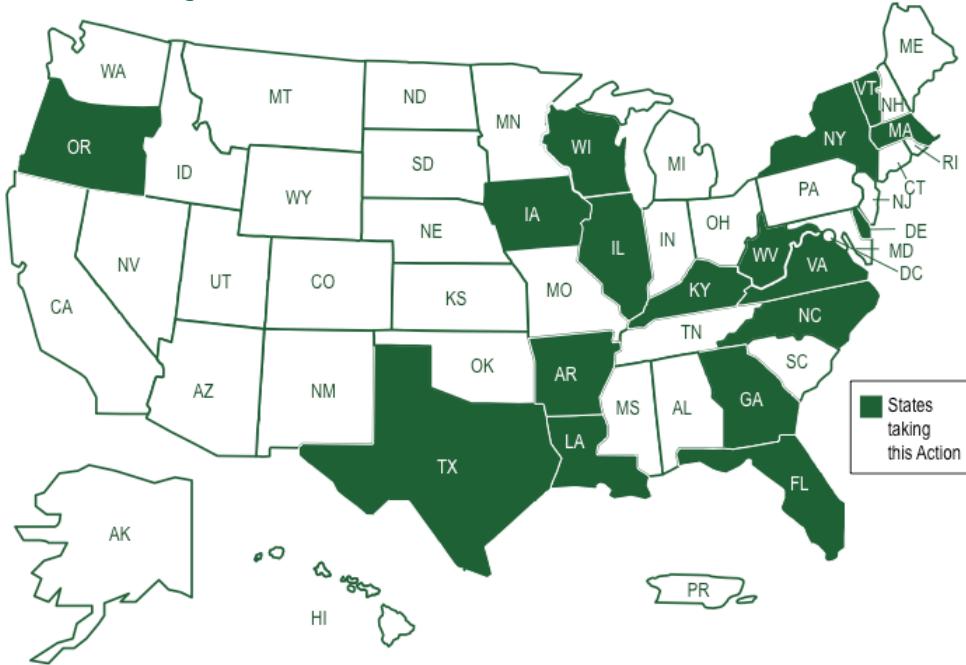


Action 7: Create reports that include longitudinal statistics on school systems and groups of students to guide school-, district- and state-level improvement efforts**17 states are taking this Action***

All stakeholders need information on school, district and state performance to gauge progress and make decisions to support continuous improvement at all education levels. The state should take the lead on creating and providing access to a variety of reports using longitudinal statistics that include an analysis of system performance and answer key questions. By routinely creating a series of reports that include longitudinal statistics, the state provides stakeholders with transparent and consistent information over time while minimizing requests for ad hoc analysis and saving valuable staff time and resources. Possible data reports include, but are not limited to, feedback reports, student academic growth reports, longitudinal graduation/completion reports and reports using relational analysis.

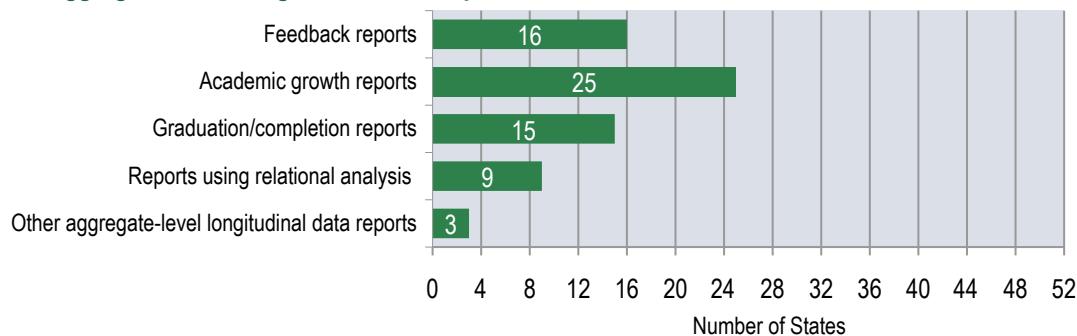
To be considered as having taken this Action, a state must:

- *Produce at least two aggregate-level longitudinal data reports (e.g., feedback reports, performance reports, graduation/completion reports or reports using relational analysis); and*
- *Distribute at least two of these reports as Web-based reports on the state education agency's Web site.*

Overview of State Progress on This Action

*DQC survey results include all 50 states, the District of Columbia and Puerto Rico.

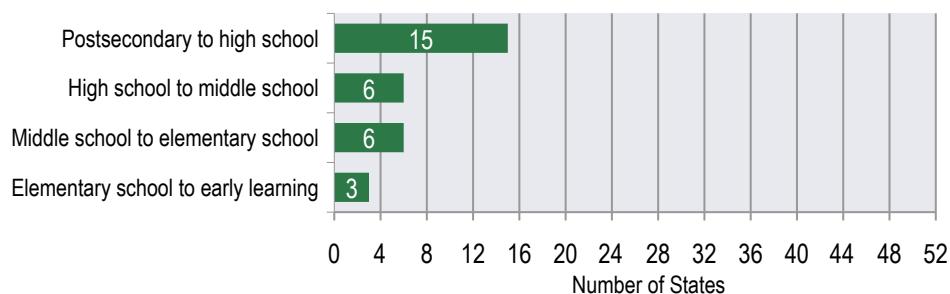
Type of Aggregate-Level Longitudinal Data Report



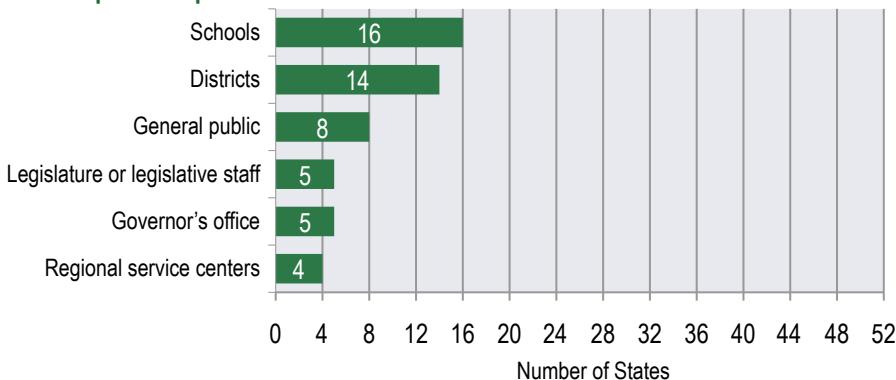
Feedback Reports

Feedback reports from higher education to K–12, high schools to middle schools, middle schools to elementary schools, and elementary schools to early childhood programs provide educators and policymakers information on how students from one particular school or program perform at the next level of education.

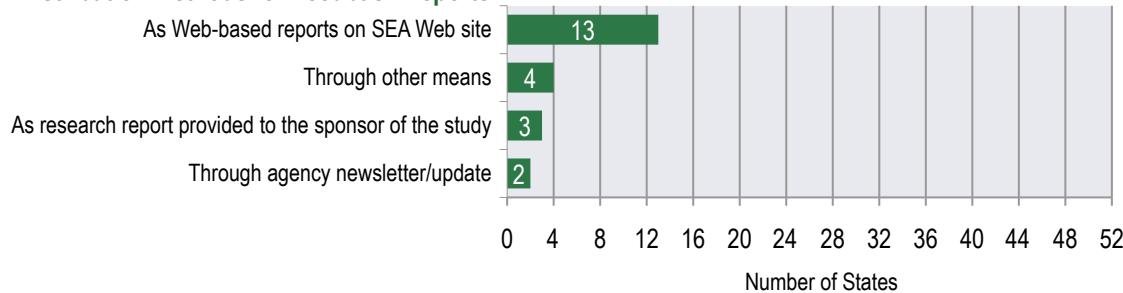
Types of Feedback Reports States Produce with Aggregate-Level Longitudinal Data



Feedback Report Recipients



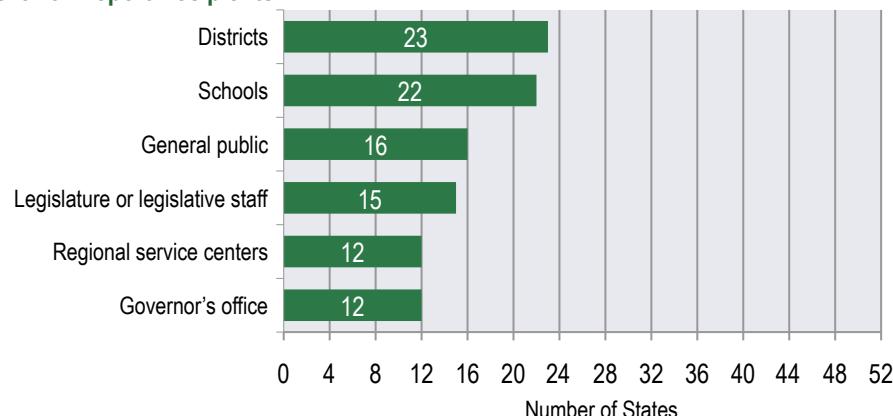
Distribution Methods for Feedback Reports



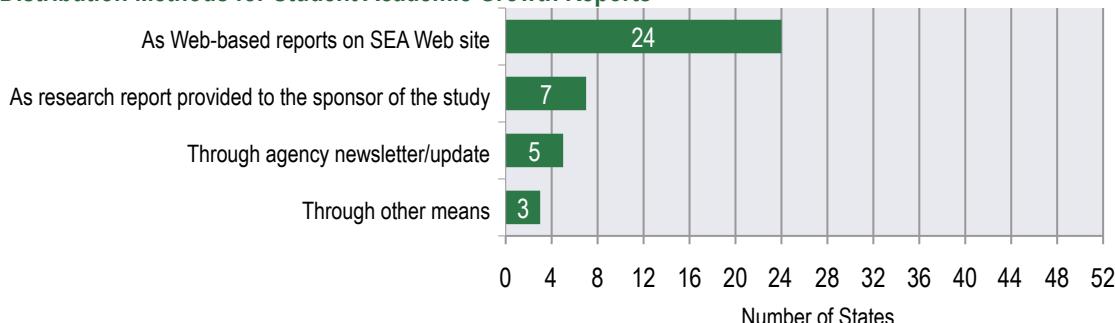
Student Academic Growth Reports

Student academic growth reports can answer questions about whether students who entered middle school or high school at low performance levels are improving quickly enough to be on track for college and career readiness by the time they graduate from their current schools.

Student Academic Growth Report Recipients



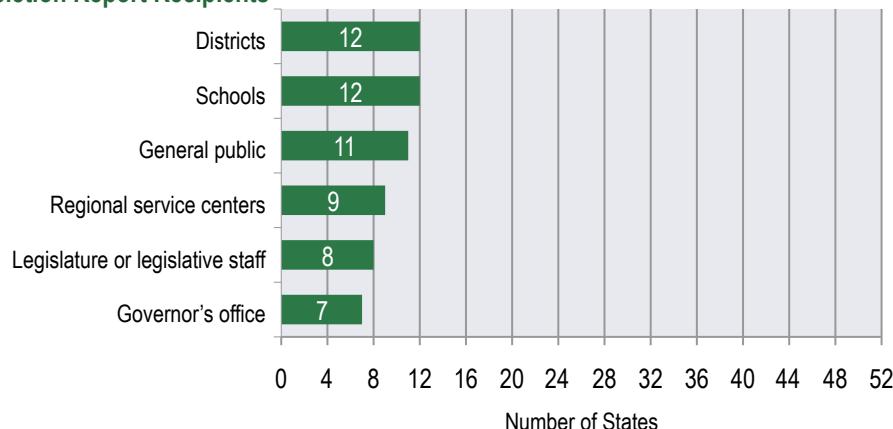
Distribution Methods for Student Academic Growth Reports



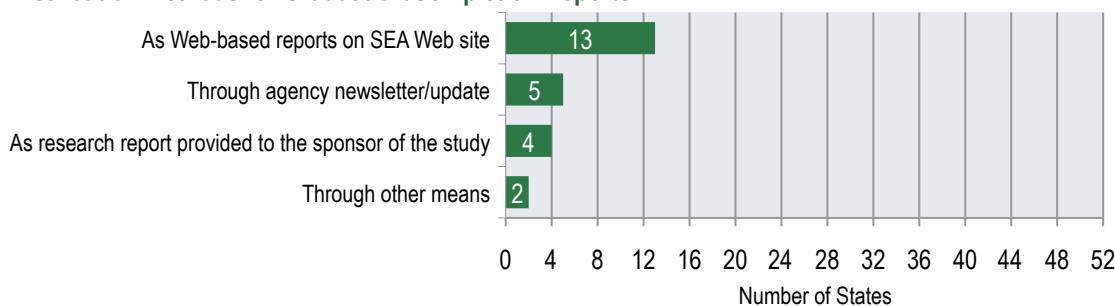
Graduation/Completion Reports

Graduation/completion reports that use longitudinal data to analyze graduation rates disaggregated by students' prior performance allow states to determine whether some high schools are more effective than others at getting at-risk students to graduate.

Graduation/Completion Report Recipients



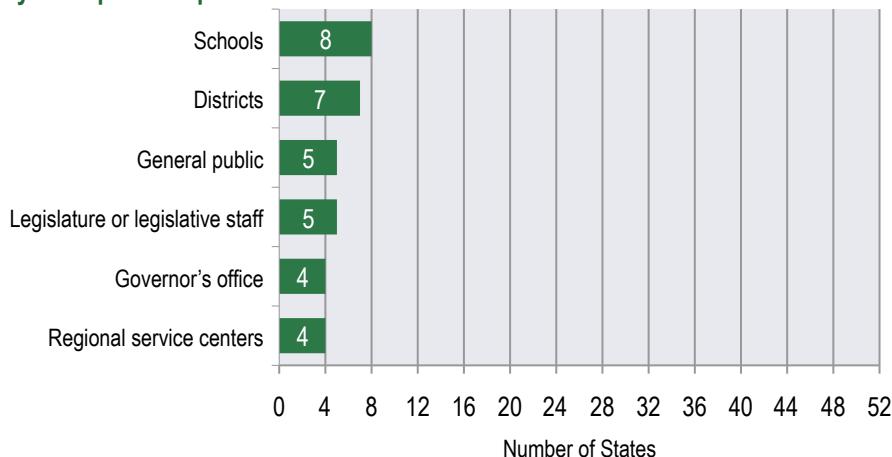
Distribution Methods for Graduation/Completion Reports



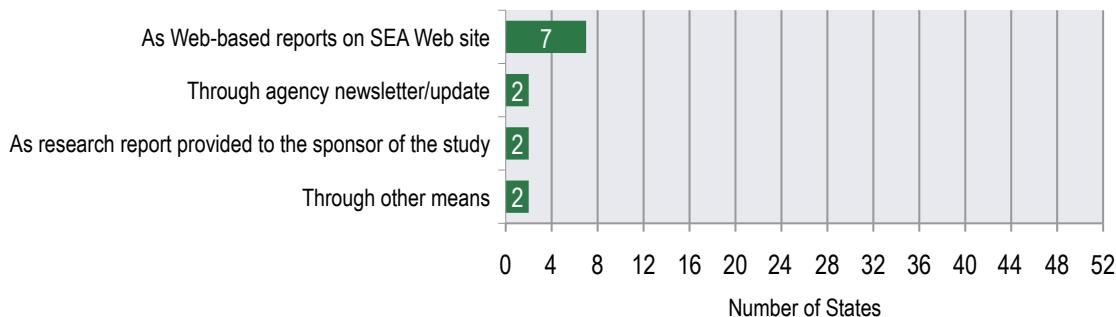
Reports Using Relational Analysis

By analyzing the relationships among course completion, course grades, exam results and later success, states can assess whether certain benchmarks or course-taking patterns are accurate indicators of future success.

Relational Analysis Report Recipients



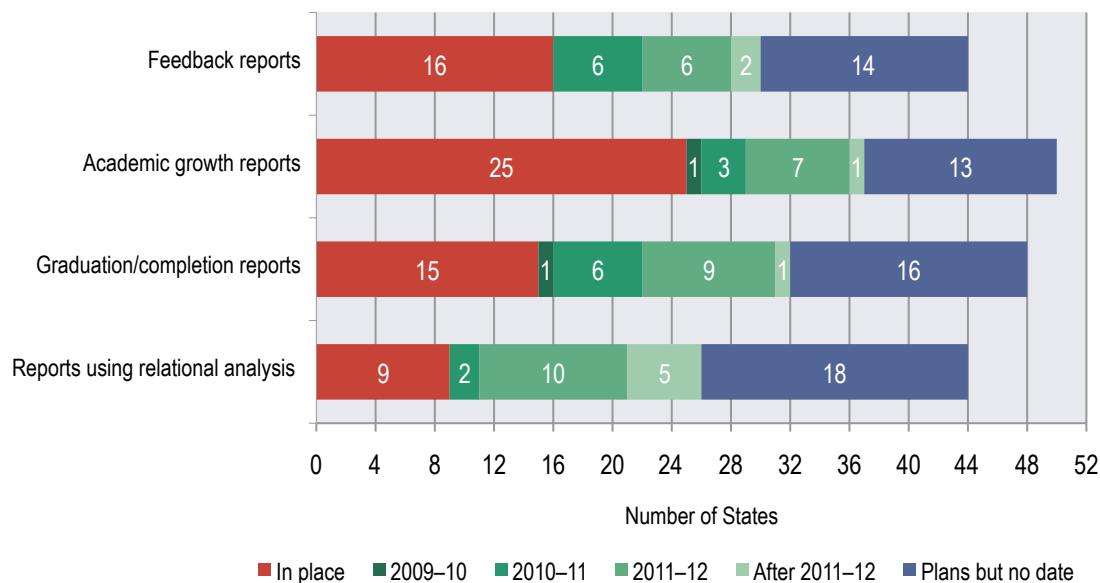
Distribution Methods for Reports Using Relational Analysis



Implementation Plans

Many states that have yet to produce one or more of these reports using aggregate-level longitudinal data have plans to do so within three years.

Implementation Status of Aggregate-Level Longitudinal Data Reports



Action 8: Develop a purposeful research agenda and collaborate with universities, researchers and intermediary groups to explore the data for useful information

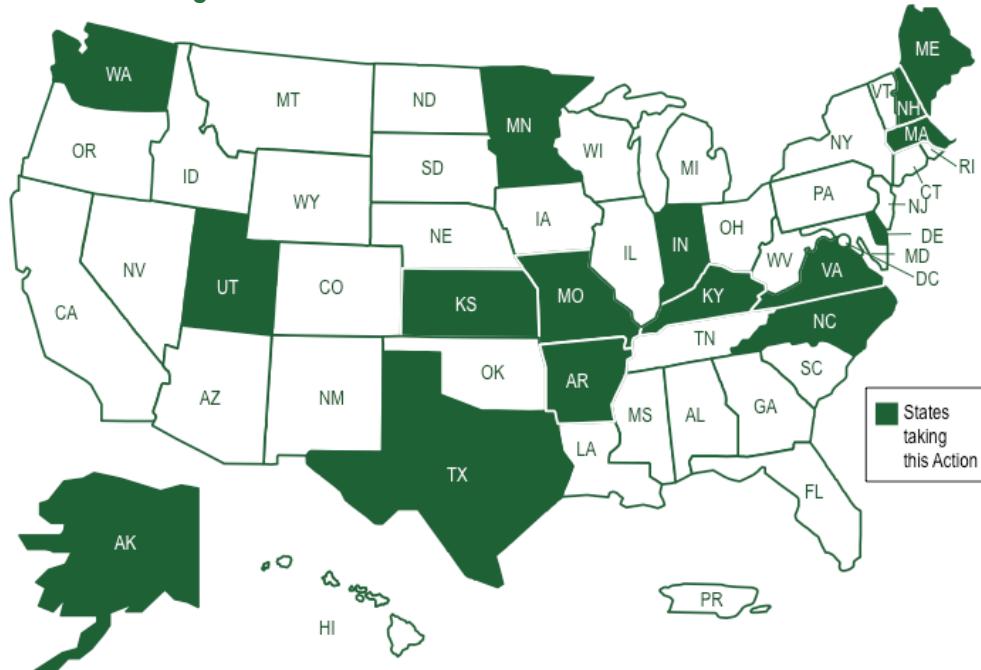
16 states are taking
this Action*

To make full use of the longitudinal data they are collecting, states need people with high-level analytical skills and research training to mine the data and answer a multitude of policy and evaluation questions. In addition to building their in-house research and analytical capacities, states need to access public and private universities and other organizations that conduct educational research and/or serve as advocacy organizations that can use and communicate the data and data analysis as part of their action agendas.

To be considered as having taken this Action, a state must have:

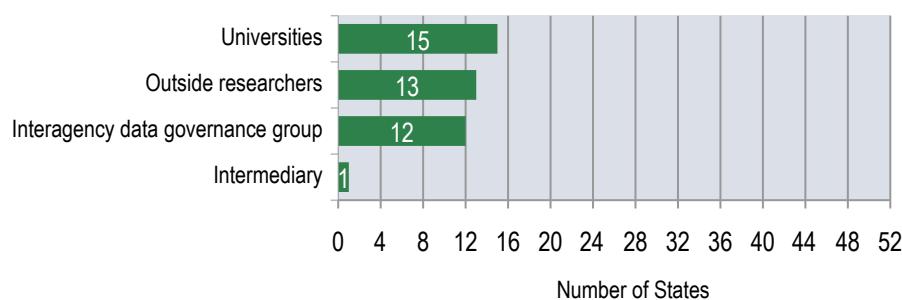
- Developed a P-20/workforce research agenda in conjunction with other organizations; and
- Established a process by which outside researchers can propose their own studies for approval and/or obtain state data for external research.

Overview of State Progress on This Action



^{*}DOC survey results include all 50 states, the District of Columbia and Puerto Rico.

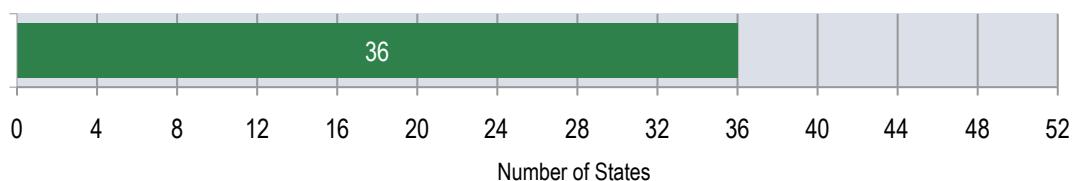
Groups with Whom States Developed P-20/Workforce Agenda



Proposals from Outside Researchers

In addition to using external resources to help develop a purposeful research agenda, states also provide researchers with a mechanism to propose their own studies for approval and/or obtain state data for research.

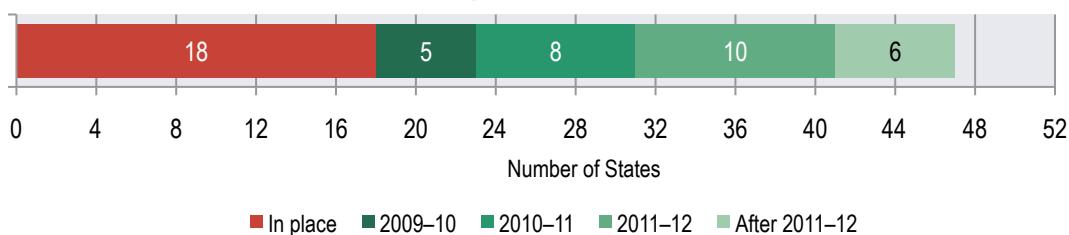
Process for Outside Researchers To Propose Studies for Approval



Implementation Plans

Some states that do not currently have a research agenda developed in collaboration with other stakeholders have plans to do so within three years.

Implementation Status of State Research Agendas



Action 9: Implement policies and promote practices, including professional development and credentialing, to ensure that educators know how to access, analyze and use data appropriately

0 states are taking this Action*

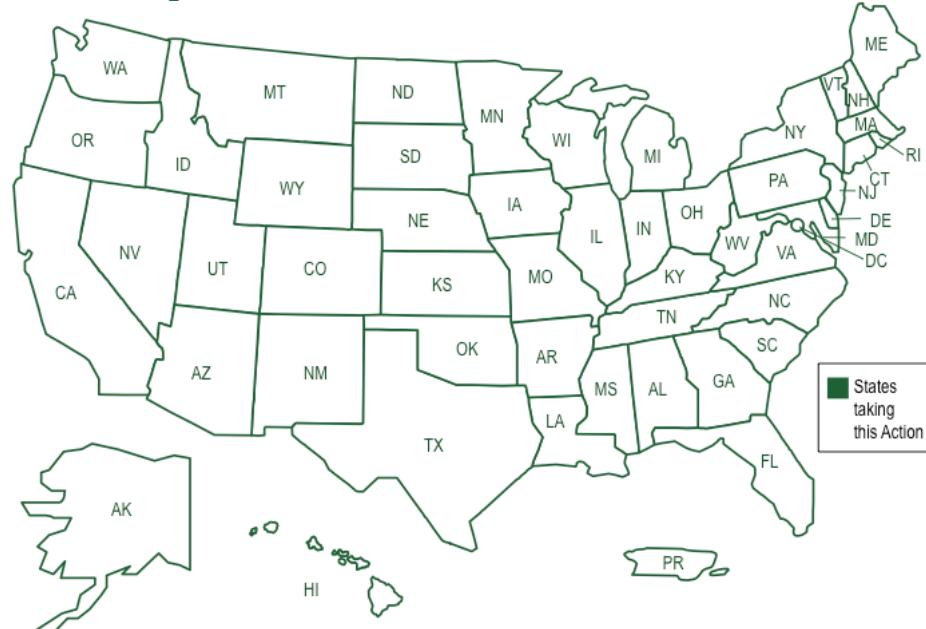
To ensure that data are used to inform classroom teaching and promote continuous improvement at the building and district levels, educators must be trained on how to access, analyze and interpret data. States can develop the capacity of educators to use data by implementing appropriate policies for both pre-service and in-service staff.

No state is taking all the steps the DQC Partners deem vital to ensuring educators know how to access, analyze and use data effectively. These key steps include providing training to educators on how to use and interpret specific reports, changing the credentialing and licensing process to require demonstration of teacher and principal ability to interpret and use aggregate and student-level data, working with the postsecondary institutions' preparation and leadership programs to offer teachers and principals training on the use of student-level data, and automatically sharing data with teacher preparation programs.

To be considered as having taken this Action, a state should demonstrate that it:

- *Provides training to educators;*
- *Requires educators, particularly teachers and principals, through its credentialing and licensure policy to demonstrate an adequate ability to interpret and use both student-level and aggregate-level data;*
- *Works with its public postsecondary institutions to provide instruction to, at a minimum, teachers and principals on how to use student-level data; and*
- *Automatically shares aggregate-level data with its educator preparation programs, particularly information about how teachers perform in different settings, with different students, etc., as measured through their students' performance and course data.*

Overview of State Progress on This Action

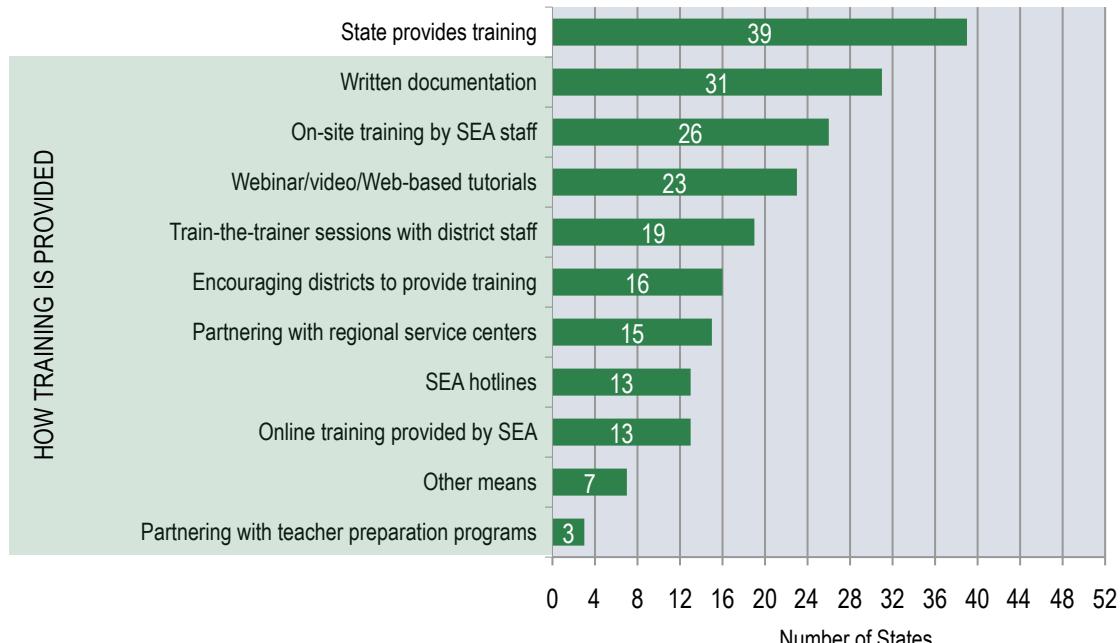


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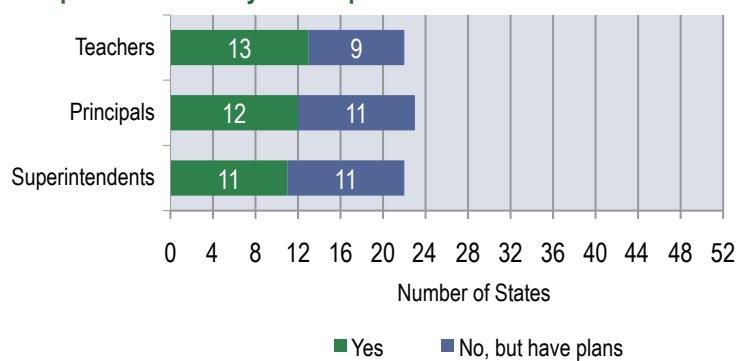
Training and Credentialing

States should require educators seeking certification or certification upgrades to show competence in data analysis, interpretation and use.

Training on How To Use and Interpret Specific Reports



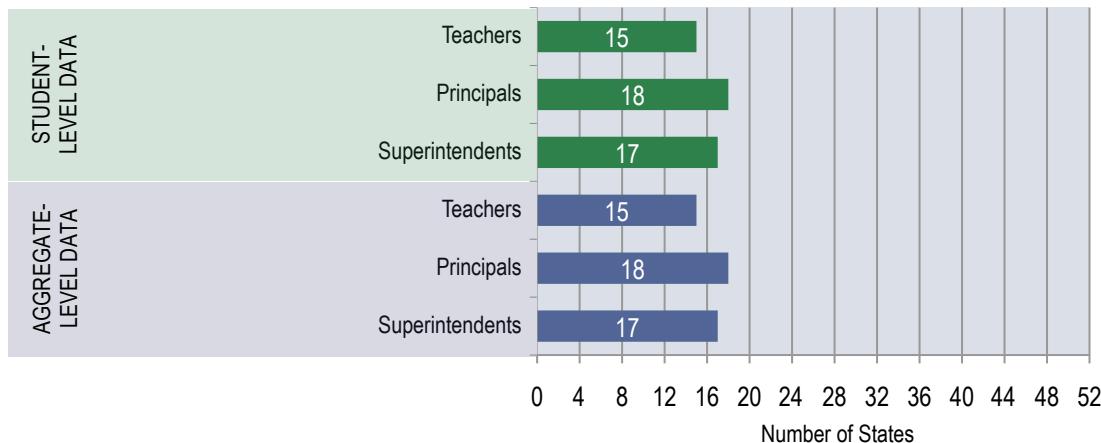
Educator Credentialing or Licensure Dependent on Ability To Interpret Data



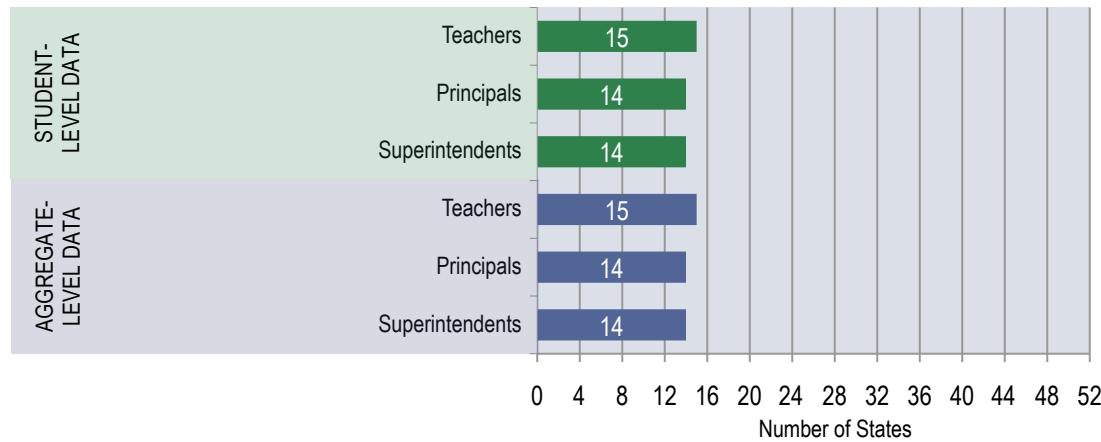
Professional Development around Accessing and Using Data

Some states are beginning to work with their educator preparation programs to promote and support professional development using student-level and/or aggregate-level data.

State Support for Postsecondary To Offer Instruction on Data Use, by Recipient



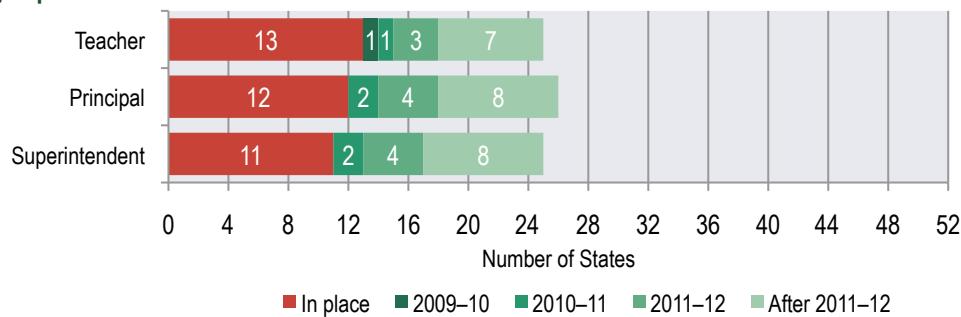
State Plans To Support Education Preparation Programs/Training on Data Use, by Recipient



Implementation Plans

Some states that do not yet require educators seeking certification to show competence in interpreting data have plans to do so within three years.

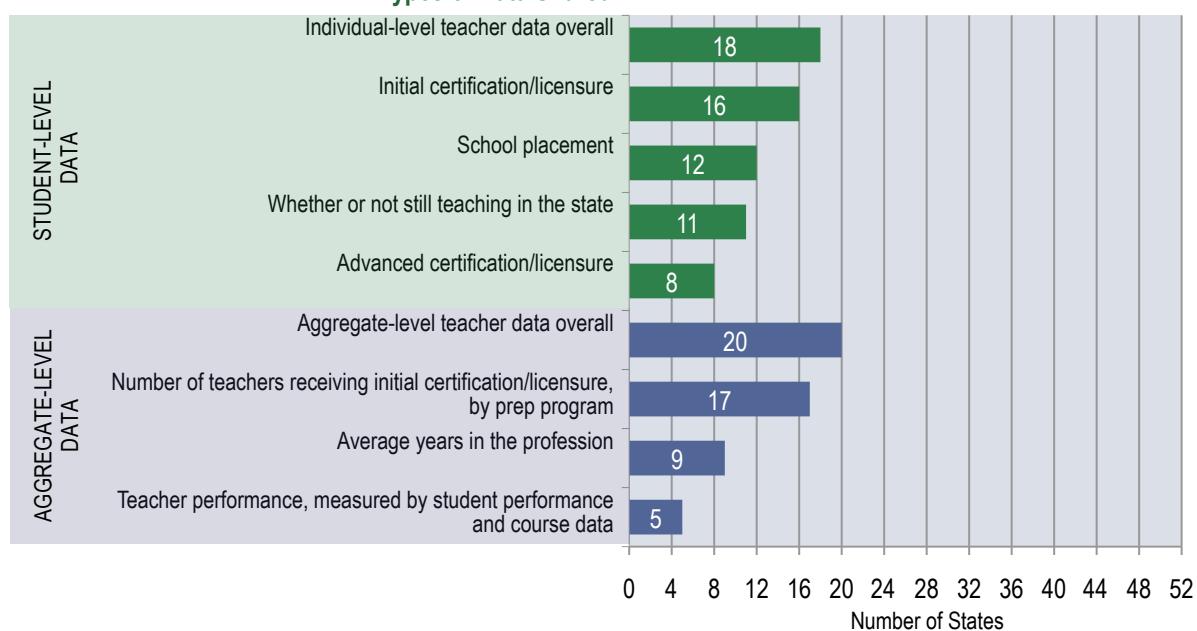
Credentialing Implementation Status



Sharing Data with Preparation Programs

To help educator and leadership preparation programs improve their practices, state education agencies should share educator and leader performance information with the programs.

Types of Data Shared



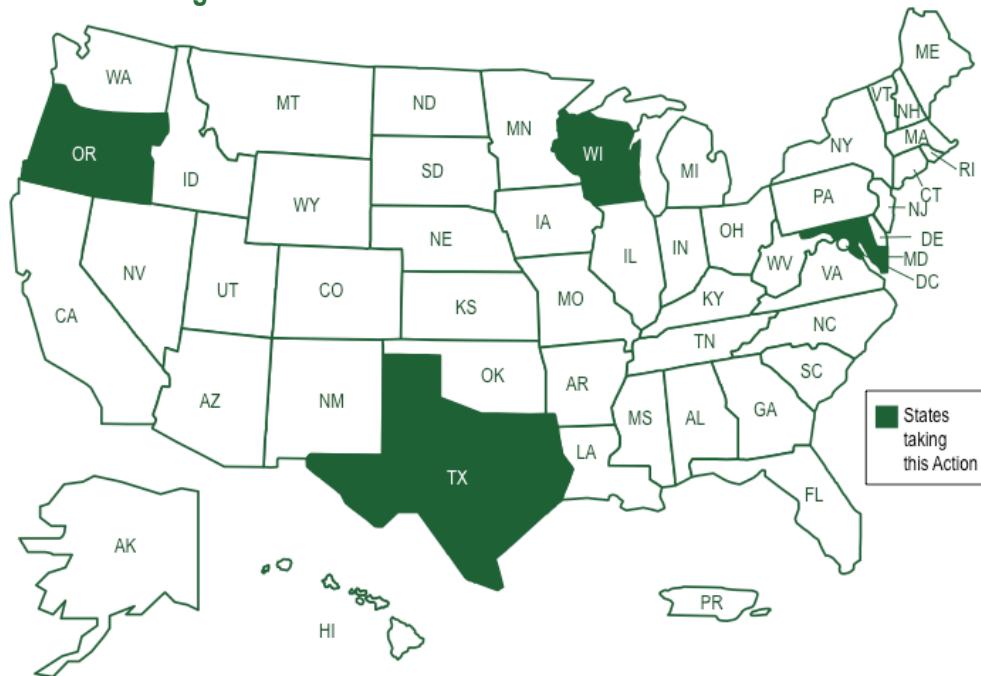
Action 10: Promote strategies to raise awareness of available data and ensure that all key stakeholders, including state policymakers, know how to access, analyze and use the information**4 states are taking this Action***

Students, parents, policymakers, community members and other stakeholders need to know what data are available and be able to access, interpret and use data effectively. Very few stakeholders have had access to longitudinal statistics in education; consequently, few will know automatically how to use the information effectively. Therefore, states should:

- Disseminate findings to stakeholders;
- Promote training on data use for external stakeholders; and
- Ensure training is provided in multiple formats.

To be considered as having taken this Action, a state must:

- *Inform stakeholders on what types of data are being collected/reports generated;*
- *Provide at least two means of stakeholder training; and*
- *Offer training to parents, students, policymakers and the community.*

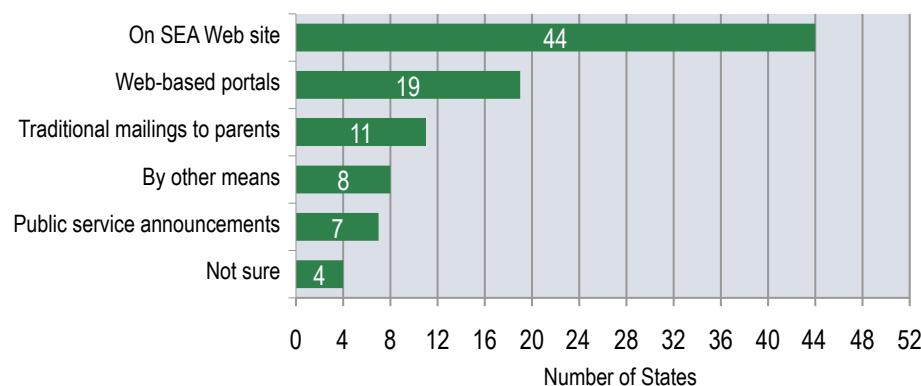
Overview of State Progress on This Action

*DQC survey results include all 50 states, the District of Columbia and Puerto Rico

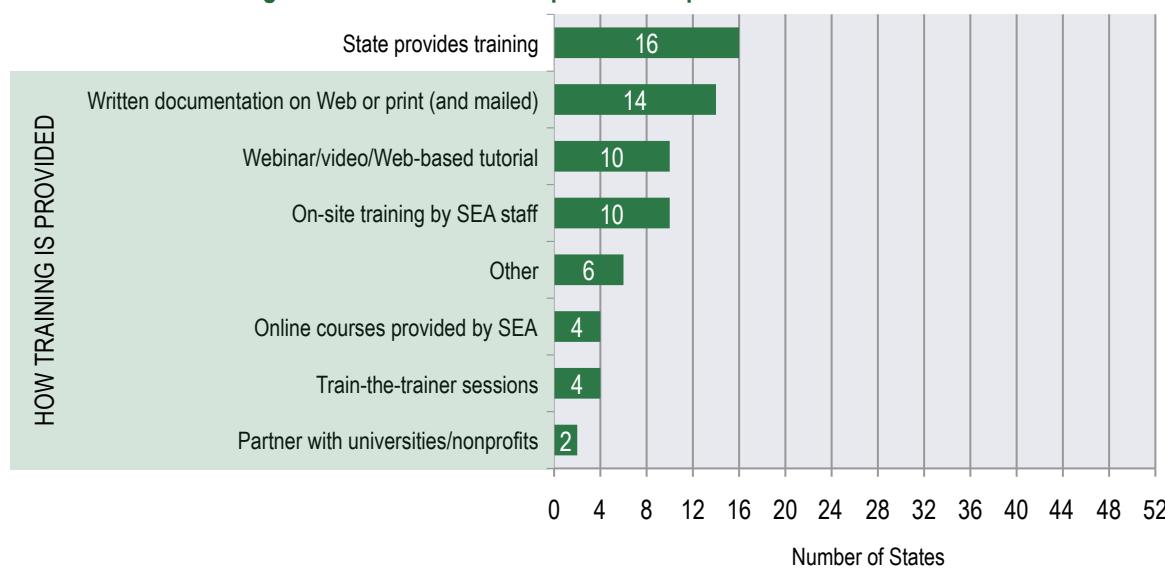
Communicating and Training around Data Access, Analysis and Use

To ensure that stakeholders know what types of data are being collected and reports generated, states are actively sharing this information through several means.

Data Distribution Method

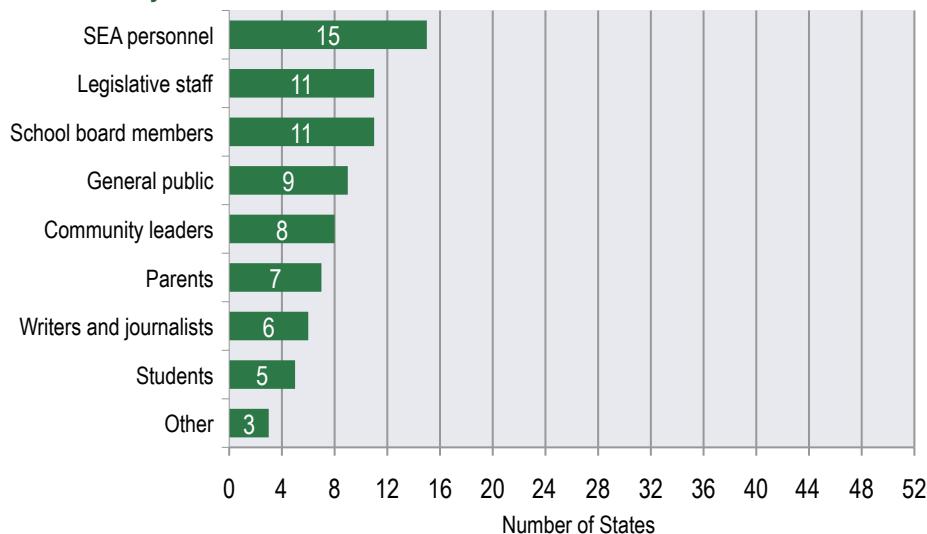


Stakeholder Training on How To Use and Interpret Data/Reports



However, very few states provide training to stakeholders other than educators.

External Stakeholders Trained by the State



Implementation Plans

Some states that do not currently provide training to external stakeholders have plans to do so within three years.

Implementation Status of Stakeholder Training

